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EXPLORING THE WELL-BEING OF THE UNIVERSAL APOSTOLIC PREFERENCES OF ENGLISH EDUCATION STUDENTS AT PRIVATE CATHOLIC UNIVERSITY

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Abstract
This study aimed to investigate factors affecting the well-being of the students of the English Language Education Study Program of Sanata Dharma University, a private Catholic higher education institution. It also examined the students' coping mechanisms to tackle stressors. This study used a survey method, and data were collected using an online questionnaire that consisted of open-ended questions which addressed the factors that affected the students' well-being and their coping mechanisms. The participants were 70 students from Sanata Dharma University's English Language Education Study Program. Results showed the respondents faced seven factors which affected their well-being, namely academic stress, financial condition, social relationships, physical and mental health, time management, support system availability, and high expectations. The participants used seven coping mechanisms to maintain and improve their well-being as follows: having a healthy lifestyle, doing hobbies, socializing with new people, managing time well and setting priorities, knowing limits, doing independent study outside campus, and finding a support system.

Keywords: education sector, mental health, Universal Apostolic Preferences, well-being

Introduction
The Universal Apostolic Preferences are the 10-year-program of the Society of Jesus focusing on four areas, namely: (1) Showing the way to God, (2) Walking with the Excluded, (3) Journeying with Youth and (4) Caring for Our Common Home. The desire for cultural uniformity and the formation of a human society based on the kind of cross-cultural interaction that appreciates diversity and benefits from itis tension for young people. Assisting young people in identifying how they might advance the well of all humanity while also finding personal happiness has been one of the goals of Sanata Dharma University.

In a university setting, mental health issues also significantly affect students' overallenrolling experience, their ability to handle cultural and environmental

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changes, their social interactions and enjoyment of social connection, as well as their final academic results. Experiences with mental health issues can significantly affect academic achievement for university students (Botha, Mostert, & Jacobs, 2019). Student counsellors in the post-secondary sector are likely well aware of the link between anxiety and mood disorders and problems with short-term memory, motivation, and general academicparticipation (such as decreased attendance, poor performance on academic assessments, or late or incomplete submission of assessments).

Instead of proactive health promotion or ideas related to well-being, increasing student well-being in higher education has been linked to the student experience, achievement, and interventions that impact service growth (Al-Tammemi, Akour, & Alfalah, 2020; Andrews, & Wilding, 2004; Davis, & Hadwin, 2021; Schuelka, Braznell, Leavesley, Dorji, Dorji, Nidup, & Latsho, 2021; Slack, & Priestley, 2023; Woloshyn, Savage, Ratkovic, Hands, & Martinovic, 2019). Apart from distant viewpoints like student experience, recruiting, study support services, or retention data, there is nowlittle to no attention placed on students' wellness. The support and services offeredby higher education institutions currently concentrate on the common health problems that HE students face, medicalizing their wellbeing and concentrating on a single aspect of it rather than viewing wellbeing as a holistic concept (Newton, Dooris, & Wills, 2016).

From the perspective of mental health, a university population may be vulnerable for several reasons. First off, those between the ages of 18 and 24 are particularly susceptible to mental and emotional health issues (Australian Bureau of Statistics, 2008). These late adolescents and early adults are in the developmental stage where: (i) parental guidance progresses to self-guidance; (ii) effective independent living skills are more important; (iii) interpersonal relationship skills must be strengthened; (iv) time management skillsare necessary; and (v) peer group risk-taking behavior is exposed with the "freedom" of independence.

Concerning psychological factors, studies, for example, Davis and Hadwin (2021, and Tien Nam, Thanh Tung, Phuong Linh, Hanh Dung, and Van Minh, (2024), conclude that such factors contribute to happiness or success in higher education, while other studies concentrate on analyzing mental health solutions (Laidlaw, McLellan, & Ozakinci, 2016; Stanton, Zandvliet, Dhaliwal, & Black, 2016). While this is happening, more studies are focusing on student happiness and experiences rather than student wellbeing, which limits their ability to inform proactive practice or policy and replaces them with medicalized concepts of wellbeing in higher education (Dooris, 2009). Dooris (2009) noted that many student health initiativesand policies are supported by biomedical theories of health, which emphasize treatment, compliance, and lowering the risk of illness and disease. Instead of social frameworks that promote ownership and agency or health promotion (Baggott, 2013).

This study attempts to answer the following questions. First, what are the factors that affect the students' well-being in the EnglishLanguage Education Study Program of Sanata Dharma University? Second, what are the coping mechanisms that the students use for their well-being?

This study aims to identify the factors that affect the students' well-being in the English Language Education Study Program of Sanata Dharma University and alsoto figure out the coping mechanism that students use for their well-being. This

study will provide the necessary evidence for the university to understand the importance of well-being so that improvement can be made to ensure that the student's well-being is given the attention needed.

For more information regarding the Universal Apostolic Preferences (UAPs) and their related aspects, the following three points will be presented. First is the Universal Apostolic Preferences (UAPs), which refer to the 10-year-program of the Society of Jesus focusing on four areas, namely: (1) Showing the way to God, (2) Walking with the Excluded, (3) Journeying with Youth and (4) Caring for Our Common Home. The UAPs take the place of the apostolic priorities that were published by Father Peter-Hans Kolvenbach, then-Superior General, in 2003. Those priorities gave priority to ministries in China, Africa, the intellectual apostolate, the Roman houses, and among migrants and refugees.

Second is Journeying with the Youth, which deals with optimism about the future and the desire for a dignified existence in a peaceful society that respects nature. The perspectives of young people can aidin a better understanding of the new period and the promise it brings. Young peoplenowadays play the most significant roles in the transformation of mankind that is occurring as a result of modern digital culture, ushering in a new era. A new sort of humanity and a new method of integrating the social and personal spheres of life will emerge from this time of upheaval. Young people are the carriers of this new way of life, which might illuminate the way.

The desire for cultural uniformity and the formation of a human society based on the kind of cross-cultural interaction that appreciates diversity and benefits from it is tension for young people. Homogeneity is the result of market economic reasoning. But young people look for diversity that results from exercising genuine freedom and that opens up spaces for innovation, allowing them tocontribute to the creation of a multiethnic, humane society. From there, they will beable to dedicate themselves to creating a culture of protection that ensures a safe environment for kids and young adults as well as the conditions necessary for everyone to reach their full potential.

Third is well-being, which has been linked to healthy behaviors, bodily health, and spiritual health (Bergdolt, 2008; Larcombe, Baik, & Finch, 2022; Smith, Smith, McLuckie, Szeto, Choate, Birks, & Bright, 2022; Riva, Freeman, Schrock, Jelicic, Ozer, & Caleb, 2020; Talbot, & Mercer, 2018). However, before World War Two, well-being was viewed as a component of health, with the idea that being healthy meant being free from disease and impairment (WHO, 1948), or being connected to capacity and functionality (Keyes, 2014). The World Health Organization (WHO) (1948) definition of health serves as an exampleof how health over time became a notion that was broadened to encompasswellbeing, diminishing wellbeing's significance or difference to health and continuing its medicalization.

Method

An online survey using Google Forms was used to collect data for this study. The online survey was distributed to 70 undergraduate students majoring in English Language Education at Sanata Dharma University, a private Catholic institution. The survey provided ten open-ended questions regarding the factors that affected their well-being as well as the coping mechanisms they employed for their well-being.

As stated earlier, in this survey study, the researchers were interested in exploring the factors which affected the respondents' well-being, for example, academic stress, financial condition, social relationships, physical and mental health, time management, support system availability, and high expectations. The researchers also examined the participants' coping mechanisms for the sake of their positive well-being, such as having a healthy lifestyle, doing hobbies, doing independent study outside campus, and discovering a support system.

Concerning ethical matters, the researchers ensured that all participants were involved voluntarily in this study. The respondents were also informed that they had the freedom to withdraw their participation at any time, and all collected data were kept anonymously and confidentially. Thus, in the results and discussion section, no respondent names were provided but labelled as Participant 1, Participant 2 and Participant 3, for instance.

Findings and Discussion

Factors affecting the students' well-being

Seven factors affected the students' well-being in the English Language Education Study Program of Sanata Dharma University. One factor mentioned by the participants was academic stress. Many participants mentioned that they felt stressed out because of the high student workload that they had in each course they were enrolled in. There were many types of assignments that they needed to finish and the deadlines given were often not long enough for them to complete the assignments successfully.

> *Personally, I do not like the lecturers who give lots of assignmentsbut with the short deadline. Lots of assignments usually make me burnout and I am late to submit my assignments*. Participant 12

Some students who were admitted under various scholarships also mentioned that they experience the pressure to always perform well academically because they had to reach a certain GPA every semester to maintain their scholarships.

> *I am constantly under pressure to perform well in my classes and to achieve good grades every semester. I am under a scholarship and I have to report my GPA every semester. If I get a lower GPA than 3.00, my scholarship will be terminated. This pressure can sometimes be overwhelming and lead to stress.* Participant 35

There were a lot of participants who said that they hated doing group tasks because there would always be at least one member who did not contribute anything to complete the task and only wanted the score.

> *The most stressful moment in my life is when I have to deal with a grouptask. I have personally witnessed how exhausting it is to workwith people who do not want to contribute at all. It's exhausting and makes me upset.* Participant 52

The second factor that affected the students' well-being was their financial condition. The tuition fee for the English Language Education Study Program of

Sanata Dharma University was one of the highest among all departments in the university. It was becauseELESP was one of the study programs which was well-known for its high-quality education and the graduates produced. Therefore, there were a lot of students who camefrom other provinces on the island and even from other islands as well. For students from outside the city, they had to stay in a dormitory or a boarding house during their study in ELESP. The housing cost was always increasing every year, and so did the living costs and other expenses.

> *It is really expensive to live in Jogja. The boarding house cost and also the food cost, plus other expenses that we have to pay for making some final projects where we have to make something to be displayed.* Participant 21

Some participants mentioned that they had to find more than one part-time job sothat they could survive in this city until they completed their studies because they did notwant to burden their parents more than they already had.

> *I definitely need additional money to be able to live comfortably in thiscity. So I applied for some part-time jobs. Without doing them, it is hard for me to be here.* Participant 4

Another factor affecting the students' well-being was the social relationships that theyhad. As mentioned previously, there were a lot of ELESP students who came from other provinces inside and outside Java Island. Those students mostly came alone so they felt a sense of loneliness when it was difficult to make friends.

> *I don't have many friends and I'm feeling lonely so it doesn't make megrow and how I cope with that challenge is to make peace with myself andtry to convince myself that I can be a successful person and make my parents proud of me.* Participant 64

In particular, the students from faraway islands also experienced culture shock,which intensified the feeling of homesickness. They sometimes felt they were excluded because they came from a different culture which resulted in them feelinganxious whenever they were in a community.

> *I am always missing my friends and family back home who can really understand me. Here I feel nothingness, I experience social anxiety. I just straight up being silent and being awkward whenever I have to attend some social events.* Participant 70

The students' health, which covered both physical and mental health, was also a factor that had a high frequency of mentioning by the participants. In terms of physical health, the majority of the students said that they seldom had enough time tosleep adequately. Most of them mentioned that they could only sleep for about four to five hours which led to the feeling of tiredness throughout the day. That made most of them vulnable to catch a cold and another sickness.

> *It is very hard for me to have enough time for sleep. I mostly can onlysleep for 4 to 5 hours except on Sunday. I have a very busy schedule.I have to meet with my friends until late at night for the assignments. Plus I also work 2 part-time*

> *jobs and all of them are night shifts. That is why I have to stay up until past midnight and the next day I have to wake up early because most of my classes start in the morning between7 am and 8 am. It is very exhausting for me.* Participant 27

In terms of mental health, some words that were constantly showing in the participants' responses were anxiety, depression, and stress. These feelings were inseparable from the factors that were mentioned previously. Most of the students werestressed out because they felt that they did not have a balanced life between their study and their personal lives. They had so many assignments to do from various courses at the same time. They also had a lot of events they had to participate as students. It was difficult for them to find the time they needed to relax and unwind to refresh their mind.

> *I feel like I don't have time to relax and to refresh my mind. My time is always used to do assignments and work. As a student here, we alsohave to get 10 points for doing non-academic activities such as participating in seminars, being involved in committees and voluntary teaching to be able to graduate. It is all very stressful. If only one day is 48 hours I can still have time to do what I like.* Participant 66

Moreover, the overuse of social media also led most of them to experience havinga negative self-image and being unconfident because they kept negatively comparing themselves with other friends that they saw on social media suchas Instagram, Facebook, Twitter and TikTok.

> *When I look at the posts of my friends on social media, they all seem very happy and successful. Their posts are always so cool. Compared to me, it feels like I am nothing. They can do everything so wonderfully.They hang out at awesome places, they eat awesome food, and they livean awesome life. I often compare myself to them. And I often think whatdo I have to do to become like them. What have I been doing all this time*. Participant 8

The next factor that affected the students' well-being was time management. The majority of the participants stated that they had poor time management skills, which resultedin the feeling of being overwhelmed in life. They admitted that they had issues inplacing priority between a lot of different activities.

> *I have a lot of things to do every day. I am often surprised at how manythings I have to do because they just pop up in my mind. That's why I am often in a hurry to do everything.* Participant 62

Some participants mentioned that they liked to procrastinate things. They also often forgot or misremembered some deadlines for submitting assignments or projects.

> *I often delay doing the assignment until some friends remind me aboutthe deadline one day before. I will then stay up all night but sometimesI fall asleep and miss the deadline. I hate when that happens because Ineed to apologize to the lecturer and make up reasons so that I can stillsubmit my late assignment*. Participant 13

Some of them took several types of part-time jobs, so when they were extremely tired, they got up late and missed the first class conducted in the morning. A couple of participants were active students. However, because of their high activities in various organizations or student clubs, they then neglected their academic responsibilities.

> *I am a very active student. I don't want to be someone who is just focusing on academic stuff all the time. I like to be a part of committeesfor seminars or events in the study program. I think those are the thingsthat will give me the soft skills I need for my future. Sadly, because I am too active, I often forget about the schedule for submitting the assignments or for the progress tests.* Participant 41

Some students spent a lot of time on their hobbies and ignored other things that required their attendance or participation such as group tasks or compulsory social events.

> *I spend too much time doing my hobby, which is photography. I liketo explore new places and take pictures of the activities going on. I enjoyworking on my photographs and try to participate in any photography competition. But because of that I often get scolded by my friends because I only contribute very little or not at all in some group assignments. I just feel I can't think properly when I'm working in groups.* Participant 19

The existence of support systems was also a factor that affected the students' well-being. Many participants mentioned that they often felt they could not talk to anyone because there was no one they could confide in. Their family and best friends were in their hometown so they did not want to burden them.

> *I really miss home. I miss being able to talk to my mom whenever I feel down. Over here I don't want to make her worry about me more soI just keep all these problems inside. But I really want to have someoneI can trust who is not judging so I can tell all my problems without feeling afraid.* Participant 57

Some of the participants said that the university had not provided a good support system because of the long procedure that they had to go through if they wanted to see a counsellor at the university. As a result, they felt discouraged from consulting their problems.

> *There are counsellors provided by the university, but we have to signup first through the system and make an appointment. And it usually takes days until there is a notification about it. I want to be able to get immediate advice. And waiting several days is just too long.* Participant 16

The last factor which affected the students' well-being was the high expectations that came from family, their classmates, their lecturers and also themselves. The majority of the participants mentioned that they overthink about what will happen in their future because they have families that have high hopes for them to be successful in their studies.

> *I am here because my parents have high hopes that I will continue their paths to be a teacher and then a school principal. I am worried about what I will do after graduation. Whether I will get a good job thatcan make my parents proud of me or not.* Participant 55

They also had certain expectations from their classmates or peers that they had tofit in certain social norms or maybe did some things that were considered cool thingsby their friends. Therefore, if they did not achieve that standard, they would be brandedas not cool to hang out with by their friends.

> *I have to wear or do certain things that are trending if I want to be friends with people who are considered great people. I have to beup to date on whatever is trending on social media so that they won't think of me as a nerd. It's often very frustrating because I feel like I become someone else instead of myself.* Participant 69

Coping mechanisms and wellbeing

There existed seven main coping mechanisms that the ELESP students used to improve theirwell-being. The first coping mechanism was by having a healthy lifestyle. The majority of the participants said that they tried to balance their academic life and their personal lives so that they had physically and mentally healthy lives. For physical fitness, they did sports or work out regularly. Some of them signed up for affordable monthly membership at the gyms whose target members were college students. Some others liked to work out on their own by watching the workoutvideos on YouTube. One participant also mentioned that he always tried to ride his bicycle when he had to commute in the city from one place to another as a workout activity.

> *The best strategy is by making sure that our academic and ourpersonal lives are balanced.* Participant 3

> *To improve my well-being I always try to balance my work with anything that can make me feel relaxed.* Participant 17

> *I am also on my way to applying the work-life balance to manage my stress better by doing exercises regularly*. Participant 52

> *I make sure I have adequate sleep so I can feel fresh and energizedthe next day*. Participant 36

Another coping mechanism that was mentioned repeatedly by the participants was doingactivities that were their hobbies or something that interests them. There were so manyactivities that they did depending on what they liked. Most of them stated that they liked to watch movies at the cinema, watch K-dramas, watch videos on YouTube, go to karaoke, play the guitar, the piano, or any other musical instrument that they could play, reading comics and novels, editing photos, trying out places that sold their favourite food, going to beaches and mountains, and hang out with their family members or friends in new places. One participant also mentioned cleaning her room as an activity that helped her relax.

Recently, I find cleaning my room as a relaxing and pleasing activity. Participant 8

Basically, taking care of myself by doing anything I like helps me to maintain my well-being and I believe that doing that will gradually improve my well-being. Participant 26

I feel relaxed when I read comics and novels. Participant 44

I like to buy my favourite food in new places. I like to try them out andcompare them. It really gives me satisfaction and can make me forget my problems. Participant 13

I usually refresh my mind by editing photos that I take using my old camera. I really enjoy experimenting with the photos for my personal collection. When there is a photography competition, I often try sending a few photos to participate in them. Participant 57

Watching YouTube videos that I like is something that always calmsmy mind. Participant 39

To maintain my mental health, I like playing some instruments likepiano, and guitar or doing karaoke to relieve my stress. Participant 2

Usually I do relax and enjoy my hobby to maintain my well-being. Participant 11

I usually play games, it is very addictive and refreshing. Playing games does not only make me feel relaxed but also teaches me a lot of things. Participant 63

I am an adventurous person, so I really like to spend time in naturelike on the beach or in the mountains to improve my wellbeing. Participant 70

Hang out with my friends never fails to help me recover from thethings that stress me out. Participant 22

The third coping mechanism was by connecting to new people which could be done through several ways. Many participants mentioned that they were helped by involving themselves in organizations, and communities, or volunteering to be part ofsome committees.

Joining a positive community full of young people my age helps a lot!For me personally, there is this community named Chialphajogja, this community helped me a lot to meet people my age and to share my personal stories and this community also helped me to be on track withmy studies and God. Participant 38

Meeting new people is really helpful for me to gain new insights. Participant 67

I will say that my activities in organizations are the thing that helped me

> *overcome my stress because there I learned many things about character, how to socialize, how to be a good leader and person, and so many more.* Participant 14

> *This may sound strange, but my strategy to improve my well-being is by smiling to someone when I meet her or him on the street, and I alsolike to try to make conversation with strangers. When I do that, it feelsreally comforting.* Participant 28

The next coping mechanism that the student used for their well-being was managingtime well and setting priorities. The majority of the participants said that good time management could help them to avoid being overwhelmed. Setting priorities also helped them to be motivated in their academic lives.

> *I like to make weekly schedules in my notebook and set the information on my phone.* Participant 8

> *Prioritizing tasks is the key to reducing my stress level. Doing that also helps me stay organized.* Participant 29

> *Setting daily to-do lists truly boosts my motivation in my campus life and it also makes me not feel overwhelmed*. Participant 55

The fifth coping mechanism that the ELESP students used for their well-being was knowing their limit. Some participants mentioned that they stopped being a yes-man and dared to say “no”. Several students also stated that they stopped overthinking things and just let them flow. One student said she applied the read, talk and filter tothe people around her.

> *I learned after several semesters that daring to say no can save us fromso much unnecessary drama that is bad for ourselves*. Participant 63

> *I know our limit. Stop being a yes-man who always says "yes" to everyactivity or request no matter who*. Participant 20

> *Reading, talking, and filtering. Three strategies I've implemented in my life. How to read different personalities in all my friends, how to talk with all different people in my social life, and howto filter my personal problems. Trust me that was great three combo strategies to deal with all aspects of life.* Participant 12

> *Think it over, but don't overthink it" will be my motto. I won't be careless but I also don't want to be an overthinker, I will think of it as myportion and let the universe work, and I will try my best.” Participant 5“I limit my screen time, especially the social media ones. I do that so Istop comparing myself negatively with others. I’m sure that everythingwill be perfect in their own time.* Participant 31

The next coping mechanism was about the academic life. There were so many participants saying that they did more practice outside the class to help them, and

they also spent time reading more about the materials to be ready for the class.

> *I can overcome my stress by making time to do independent practiceoutside class.* Participant 19

> *Reading the suggested books or articles helps me to understand the materials better when the lecturer's explanation is unclear*. Participant 62

> *I like to ask my smart classmates if I have any problems with the topicswe learn. By doing that, I feel relieved and not stressed out for classes.* Participant 33

The seventh and final coping mechanism that the students in ELESP used for their well-being was by finding a support system that worked for them. The support system could be in the form of family members, best friends, lecturers, seniors, or provided counsellor by the university.

> *Talking to my best friends and family about my problem gives me a sense of relief. I can face my problem by asking for their opinions and advice. They are the people that I know won't judge me no matter howbad I am.* Participant 23

> *Sometimes when I am really stressed out, there are some lecturers whoknow and approach me and ask me what happened. I really really appreciate that they are so caring. I can tell them my problems and because they are adults, they often give me good advice so I can step up again*. Participant 44

> *The university has counsellors who can give us emotional support andpractical advice when dealing with academic or personal challenges. Although I really think the procedure should be made much simpler than what we have now.* Participant 62

Well-being is a crucial aspect and this is in line with the findings of Subban, Laletas, Creely, Southcott, and Fernandes (2022) and of Sverdlik and Hall (2020), and with Huta and Ryan (2010), who stated that well-being is a distinct construct from health composing of two components. First, hedonistic notions of well-being, which are linked to the desire for comfort and satisfaction in the short term. Second, eudemonic well-being concepts are related to personal growth, potential realization, and becoming the best version of oneself (Huta & Ryan, 2010). However, Dooris (2022) and other researchers have connected comparable conceptions of well-being to healthy lifestyles and health promotion as effective ways to promote well-being in environments. Others connect happiness with human advancement and larger human ethics (Keeling, 2014). Additionally, words like "happy" or "satisfied" have begun to be used interchangeably with "wellbeing," presumably showing the predominance of hedonistic ideas on wellbeing (Cooke, Melchert, & Connor, 2016; Huta & Ryan, 2010).

Conclusion

In conclusion, seven factors affect the students' well-being in the English LanguageEducation Study Program at Sanata Dharma University, namely academic stress, financial condition, social relationships, physical and mental health, time

management, support system availability, and high expectations. Inovercoming those factors, there are also seven major coping mechanisms that the students have to maintain as well as to improve their well-being. The seven coping mechanisms are having a healthy lifestyle physically and mentally, doing their hobbies, socializing with new people, managing time well and setting priorities, knowing their limits, doing independent study outside campus, and finding a supportsystem.

To provide educational, psychological, and health services in the post-secondary education sector, it is important to comprehend the elements affecting the mental health and well-being of university students from varied cultural, linguistic, and lifestyle backgrounds. Concerns about university students' well-being and mental health are present in the administration of student affairs and services at the university. Student wellness and mental health significantly impact academic performance and the management of "at-risk" situations for both students and the university community.

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